

Unit 1: Skills, knowledge and understanding for Informal Sport

Overview: This 8-11-week unit of work introduces students to informal participation and supports students to develop foundation skills, knowledge and understanding associated with informal participation activities (IPAs). The unit is a pre-cursor to unit 2 of the IPA approach where students will design, implement and expand IPAs. This first unit incorporates a series of learning experiences that enable students to gain an understanding of what makes informal participation 'successful', safe and inclusive; what skills, knowledge and understanding are key to their own and others' enjoyment of participation; and, the resources needed for IPA in their school. The learning experiences support students to become capable participants in IPAs, developing context specific movement skills, personal and social skills, and addressing safety considerations associated with IPA. The unit of work features group work/cooperative learning and inquiry learning. To successfully complete this unit, students will demonstrate their knowledge and understanding via structured response tasks and will provide evidence of skill development through successful participation in progressively more challenging learning experiences.

Learning Goals: Through engagement in informal participation learning activities students will:

1. Demonstrate knowledge and understanding of key characteristics of successful, inclusive, safe informal participation.
2. Demonstrate increasing personal capability as a participant in IPAs, specifically through advances in personal, social and movement skills associated with establishing and maintaining inclusive, safe informal participation that is enjoyable for themselves and others.
3. Identify and describe resources needed to establish and maintain IPA in their school.

Success criteria: Students will know they have been successful when they are able to recognise instances of safe and inclusive informal participation, participate effectively with others in IPAs, identify changes that may enhance their own and others' participation experiences and take steps to enact these changes. They will be able to identify opportunities for IPA in their school and local community and feel that they have skills to pursue those opportunities.

Assessment: Students will undertake a series of informal and formal assessment tasks designed to support learning and enable students to demonstrate advances in learning linked to each of the learning goals. The following are suggestions for formal and informal assessment designed to be integrated with learning experiences through the unit.

Goal 1) **FORMAL:** Students are provided with a template for structured reflection on weekly experiences in relation to elements of success, inclusivity, and safety. At the end of the unit they are required to draw on their reflections to individually and collectively produce a 'what works' evaluation tool that captures key characteristics of successful, inclusive, safe informal participation, and that gives accompanying examples. **INFORMAL:** Ongoing informal assessment is designed to focus student learning and challenge thinking about informal participation. Questioning and discussions with the whole class at the start and conclusion of lessons, and questions/conversations with individual students and small groups.

Goal 2) **FORMAL:** Pre-post evaluation of participation skills. In week 2 students complete a formative structured self-analysis of their personal, social and movement skills relevant to informal participation (a self-reflection tool). This enables students to develop personal learning goals for the remainder of the unit. During the final phase of the unit, students complete a summative formal self and peer assessment using the self-reflection tool. Teacher observation is used to validate and challenge students' self and peer assessments. **INFORMAL:** Students are prompted at the start of each lesson to focus on specific movement, and/or personal and social skills. In transitions between activities, are asked to rate themselves and one or two peers on these skills, and discuss their ratings in small groups. Learning activities in lessons will also provide opportunities for teacher observation and feedback on an ongoing basis.

Goal 3) **FORMAL:** Students complete a structured group inquiry learning task, requiring them to map assets and resources at their school for informal participation. Asset mapping templates are provided for the mapping task. This will ideally be a multi-media task, using maps and photographs and accompanying written commentary. Posters or powerpoint are possible modes for presentation of the work. **INFORMAL:** During each week from week 3 onwards, teacher questioning prompts students to think about the suitability of the school for the IPA they are participating in.

Session No.	Phase 1. Skills, knowledge and understanding for informal physical activity	Pre-requisite Skills
Introduction Phase: Engage, explicit learning goals and introduction to unit assessment tasks		
1	<p><i>Engage:</i> Self-organise a game: backyard cricket, touch rugby, 5-a-side soccer, netball, basketball, beach volleyball or another familiar game that is modified for varying numbers of players, abilities, space available, and self-officiated by players.</p> <p>Introduction to the informal participation, which is characterised as self-organised, inclusive and does not involve a formal competition structure.</p> <p>Students are assigned to groups and challenged to self-organise and officiate a game, negotiating the rules/equipment, duration of play, number and rotation of players, scoring and any disputes with a focus on success, inclusivity and safety.</p> <p>Four groups each play a small sided game for 5 minutes. Group 1 and 2 then observes Group 3 and 4 for 2 minutes of play, using the three criteria 'Success'; Inclusivity; Safety. They ask questions and provide feedback to the groups and swap. In feedback, they propose adaptations to the game to improve the experience and repeat the process observing another group. This can occur up to three times. The teacher plays an active role, intervening as appropriate and capturing evidence of success/inclusivity/safety on a tablet. This serves as an introduction to the 'what works' task that they will progressively work on through the unit.</p>	<p><i>The activity chosen must be one that students have prior exposure to and have developed basic movement competency in. It should also be one that can be engaged in as an informal activity at the school.</i></p> <p><i>Within each group, there needs to be individuals capable of self-starting and initiating cooperative games</i></p>
2	<p><i>Engage:</i> My skills, strengths and areas for development for informal participation activities.</p> <p>The focus of this lesson is on students developing an initial awareness of their personal skills for informal participation. They are provided with a self-reflection template that encompasses personal, social and movement skills. At the end of the lesson they have to use their reflection to establish learning priorities for the next phase of the unit, for personal social and movement skills (what am I good at and I need to maintain, what am I somewhat good at that I can improve, what am I struggling with and need to work on?)</p> <p>The lesson involves the students again participating in the informal activity used in lesson 1. They are assigned to different groups to prompt fresh interpersonal challenges and a new round of negotiation about format, rules, modifications, etc.</p>	<p><i>Some skills in self-reflection</i></p>
Reflective Experience Phase: Developing skills, knowledge and understanding as a participant in IPAs		
3 4 5 6 (7, 8)	<p>This phase is 4-6 weeks long, and involves two components, each lasting either 2 or 3 weeks and designed to enable students to expand their skills, knowledge and understanding as participants in IPAs.</p> <p>For the first experience (weeks, 3-4-(5)), the activity is therefore a game suitable to modification for varying numbers of players, space available, minimal equipment and self-officiating.</p> <p>For the second experience (weeks, (5), 6, 7, (8)), a different type of activity is suggested, such as: ultimate frisbee, group fitness, MTB riding, parkour, jogging group, lifesaving.</p> <p>Each two- or three-week experience is an opportunity for students to extend their learning in relation to Learning Goals 1 and 2. At the commencement and conclusion of each of the two- or three- week blocks they need time to engage with and update their reflections for 'what works' (goal 1), and their self-reflection profile (goal 2).</p> <p>In the first week, the focus on structured activities to engage students with key movement, communication and cooperation skills associated with the activity. The second week shifts to student led participation in and negotiation of the activity. The third week (if available) consolidates student-led learning in the activity.</p> <p>In the final week (week 6 or 8), students draw on their work from past weeks to refine their 'what works' evaluation tool for submission.</p>	<p><i>Successful group work in weeks 1 and 2 are required prior to entering this phase.</i></p>
Summative Participation Phase: Extending achievement and completing formal group assessments		
7 (9)	<p>Return to the activity conducted in week 1 where students are randomly allocated to groups and effectively self-organise their participation. As part of their summative assessment, students complete their self-assessment for personal, social and movement skills and ask 2 peers to complete a peer-assessment for them. They also peer-assess those two students. The teacher collates this data and integrates with their own records collected throughout the unit.</p>	
8 (10)	<p>To support education and participation extending beyond the curriculum, in self-organised groups (3-4 people) students complete a structured asset and resource mapping task to explore how they can maintain informal participation outside of lessons. Each group may decide on a specific activity and undertake the mapping task to evaluate the capacity of the school to support informal participation in that activity.</p> <p>A structured task template is provided for each group. Presentations may be by poster or powerpoint.</p>	<p><i>Digital presentation skills</i></p> <p><i>Spatial mapping skills</i></p>
9 (11)	<p>Student presentations of work from asset-resource mapping task and a collated classroom 'what works for IPA' template is shared. This is a concluding celebration of learning achievements. Look ahead to the next unit that will extend learning in IPAs.</p>	